

RAPHAEL HOUSE RUDOLF STEINER SCHOOL

Charter for the year 2008 – 2012



1. INTRODUCTION

Raphael House Rudolf Steiner Area School is a Rudolf Steiner Waldorf school in which Rudolf Steiner's art of education is practised. Anthroposophy, Steiner's conceptual picture of the world and the human being, is the basis of this art of education and of all endeavours within the school. The education with a special character includes festival observances and religious education that is Christian in its broadest sense, free of dogma or sectarianism.

The College of Teachers, which works collegially, carries responsibility for maintaining the Special Character of the school and the anthroposophical impulse, which is inherent in all aspects of school life.

The school is situated in Lower Hutt and draws students from the wider Wellington area, the Wairarapa and the Kapiti Coast. The school community consists of people in the Wellington area who are interested in Rudolf Steiner Waldorf education and in particular of present families, teachers, past pupils and their families, and supporters.

The school community is multi-cultural and includes families from New Zealand, Australia, Europe, North America, Asia and Africa. Links with other Rudolf Steiner schools in the world are brought about by the school's international character.

The school's vision for 2008 -2012:

To educate the students physically, morally, emotionally and intellectually in an appropriate way at each stage of their development, as indicated by Rudolf Steiner, so that they may fulfil their potential as human beings, are able to strive for goodness, appreciate beauty and seek for truth.

Values and Achievement expectations for Raphael House pupils:

The Educational Achievement Aims for pupils at Raphael House are based on the education inspired by Rudolf Steiner, an education permeated by an anthroposophical spiritual understanding of the world. It is an education with a non-sectarian Christian perspective of the world with insights into the psychology and physiology of child development.

The Waldorf curriculum is sequential, cohesive and holistic. Pupils are expected to meet physical, emotional, moral and intellectual objectives, appropriate to their age and individual capacities in order to fulfil their potential as human beings, integrated in body, soul and spirit.

Upon completing the education offered at Raphael House it is expected that pupils will have met objectives of learning within the seven essential learning areas and the eight essential skills as required by the National Education Guidelines.

Pupils (except in exceptional circumstances) are expected to achieve in all seven learning areas throughout their secondary education and therefore are expected to achieve both a breadth and depth of knowledge. The depth of knowledge and understanding rests on the cohesiveness and sequential curriculum from kindergarten to class 12 – a period of 14 years.

Through the 'special character' of the curriculum the school holds the expectation that its pupils will:

- Be purposeful
- Be creative
- Be flexible and clear in thinking
- Be able to show a reverence and understanding of the spiritual nature of humankind
- Develop a strong aesthetic awareness through crafts, art, music, movement, language, sciences and social sciences
- Develop practical skills for healthy living through practical activities such as crafts, gardening, horticulture, drama, music and technologies
- Be socially adept and inwardly reflective in order to fulfil their individual destiny.

General Objectives

- To develop basic skills and capacities so that the students become integrated individuals in body, soul and spirit and thereby assist in their becoming free and effective contributing members of human society, balanced in their feeling; clear, creative and flexible in their thinking; purposeful in their will.
- To provide a curriculum inspired by the Art of Education inaugurated by Rudolf Steiner and subsequently developed in Rudolf Steiner schools world-wide, and interpreted for our local conditions by the College of Teachers.
- To enhance learning by ensuring that the school's policies and practices will continue to promote the well-being, human dignity and rights of students in accordance with the provisions of the 1990 New Zealand Bill of Rights Act and the Articles of the 1989 United Nations Convention on the Rights of the Child.
- To recognise, foster and promote the role of the community, parents and extended family and friends in helping to provide and support this education with a special character.
- To provide the opportunity for freely committed teachers and administrators, who strive to understand the aims, ideals and impulses of anthroposophy, to realise their professional potential within the school.
- To develop and support staff professional development through a wide range of training and in-service programmes to deepen teachers' and prospective teachers' grasp of anthroposophy, the psychology of child development, Rudolf Steiner's Art of Education and Waldorf methodology.
- At all times to accept the obligation to meet New Zealand curriculum objectives prescribed by the Minister of Education and the requirements of all syllabuses prescribed under the Education Act or relevant regulations, provided that integrated within this curriculum will be the anthroposophical understanding of the world and the human being, which is the basis of all endeavour in the school. This understanding includes a non-sectarian Christian perspective, in accordance with the provisions of the Private Schools Conditional Integration Act 1975 and the Integration Agreement for the school.
- To decide on a yearly basis what optional or extra subjects are to be offered in the school.
- At all times to accept the obligation to prepare every learner to make the transition to full membership of New Zealand society.
- To specify local curriculum goals and objectives that take into account the needs and interests of the students, the special skills and qualifications of the staff and the aspirations and resources of the local community.

- Every year, to approve a policy statement that details how the school will deliver the curriculum. This policy will include time allocation, resources, staff preparation and options and progression available to students.
- Every year, to ensure that the curriculum is implemented through the learning and teaching programmes developed by the staff. These will include specific learning objectives and outcomes realistically stated in terms of a range of achievements.
- Each year, to review ways in which the school consults with individual students and their families on matters of personal and academic progress.
- Each year, to ensure that an adult education programme enables parents and caregivers to become informed about the education with a special character as provided at Raphael House.

Strategic Section

2. STRATEGIC SECTION

The needs of children and their learning are the focus of this charter.

By following the guiding principles of the charter, the Board of Trustees will ensure that all students are given an education that enhances their learning, builds on their needs and respects their dignity. This Rudolf Steiner Waldorf education aims to challenge students to achieve personal standards of excellence and to reach their full *individual* potential. All school activities will be designed to advance these purposes.

This will be achieved through a partnership between the Rudolf Steiner School Trust (Wellington), the Board of Trustees, the College of Teachers, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and time available to it.

{Every year prepare policies that will:

- {a Ensure the curriculum reflects Māori perspectives;
 Make equitable provisions in the curriculum for the instructional needs of Māori students
- {c Provide opportunities for students to learn the Māori language and culture;
- {d Develop programmes which will teach Māori language and culture;
 Recognises Māori values in the provision of resources and facilities

GOAL 1 (NAG 5)

To strengthen 'salutogenesis' (health and well-being) of the students

GOAL 3 (NAG 1)

To establish te reo Māori and tikanga Māori at Raphael House

GOAL 5 (NAG 6)

To have in place a Financial Planning model for predicting budget requirements

GOAL 7

The Trust, School, parents and the wider Steiner community work together to foster parent and whanau involvement in the spiritual and cultural aspects of the school. Parents are aware of the foundation principles of the school and are able to actively support and model the Anthroposophical approach to learning and teaching

MISSION STATEMENT

To help each and every student progress towards becoming free, responsible and caring individuals, able to impart purpose and direction in their own lives and as citizens able to contribute in manifold as well as unique ways to human society.

*'In thinking, clarity;
in feeling, warmth of heart;
in willing, thoughtfulness.'*

Rudolf Steiner
1861-1925

GOAL 2 (NAG 1)

To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals.

GOAL 4 (NAG 6)

To complete the school site

GOAL 6 (NAG 6)

To increase the school roll to its maximum of 380 and to establish a 4th kindergarten

STRATEGIC GOAL 1

To strengthen 'Salutogenesis' (health and well-being) of the students

OR: *To strengthen understanding and working with salutogenesis by teachers to support health and well being of the students*

Outcomes:

- 1.1 Students will value learning Students' sense of health and well-being will increase
- 1.2 Incidents of bullying in the classrooms and on the playgrounds will decrease
- 1.3 There will be fewer stand-downs and suspensions
- 1.4 Raphael House students will become more compassionate and socially aware adults
- 1.5 All teachers are using class support folders**
- 1.6 IEP's monitored by sponsors and co-ordinators.**
- 1.7 Indications from Class 3 assessments taken up and worked with.**
- 1.8 Indications from all therapists taken up in plans for classroom programmes**
- 1.9 Therapy room available for use end 2008**

STRATEGIC GOAL 2

To deliver the Waldorf curriculum as indicated by Rudolf Steiner, whilst also addressing the requirements of the National Curriculum Statements and the National Education Goals

Outcomes:

- 2.1 Raphael House students will receive a broad-based education, and all students will take all subjects until they reach class 11 (Year 12)
- 2.2 Subject delivery and content will reflect Rudolf Steiner's indications for learning
- 2.3 Subjects such as eurythmy and Bothmer gymnastics are included in the curriculum
- 2.4 Benchmarks set for literacy and numeracy levels expected for c13 – 12**
- 2.5 Lessons catered to address individual needs at each class level as appropriate**
- 2.6 Achievements celebrated throughout the school**
- 2.7 Greater U.S. academic rigour**

STRATEGIC GOAL 3

To establish te reo and tikanga Māori at Raphael House

Outcomes:

- 3.1 Students develop a relationship with Te Reo and Tikanga Māori language and culture
- 3.2 Students develop a greater awareness for the diversity of New Zealand's cultures
- 3.3 **Establish a support group who meet regularly.**
- 3.4 **Find a Kaumatua.**

STRATEGIC GOAL 4

To complete the school site

Outcomes:

- 4.1 The lower school students will have access to fully completed, safe but challenging, playgrounds
- 4.2 The upper school students will receive their lessons in purpose-built classrooms and have access to good facilities for sports and recreation

STRATEGIC GOAL 5

To have in place a Financial Planning model for predicting budget requirements

Outcomes:

- 5.1 Budgets are accurately predicted
- 5.2 Special Character funding needs are accurately predicted and the parent community is informed
- 5.3 Administrative processes will be re-organised to be more efficient
- 5.4 Long-range budgets will be adopted and these budgets will reflect the strategic planning
- 5.5 **Financial and operational systems fully support curriculum delivery and roll growth**

STRATEGIC GOAL 6

To increase the school roll to its maximum of 380 and to establish a 4th kindergarten

Outcomes:

- 6.1 The school roll will gradually be increased to its maximum of 380
- 6.2 Prospective parents will be fully aware of the school's special character, and what this entails for the students' learning
- 6.3 A 4th kindergarten will be established to ensure a full class 1 every year

STRATEGIC GOAL 7

The Trust, School, parents and the wider Steiner community work together to foster parent and whanau involvement in the spiritual and cultural aspects of the school. Parents are aware of the foundation principles of the school and are able to actively support and model the Anthroposophical approach to learning and teaching.

Outcomes:

- 7.1 Encourage and support the establishment of a parent-teacher body (community forum) with regular meetings
- 7.2 Actively support PEG's Parent Curriculum and Adult Education programmes to raise parent awareness on aspects of Waldorf education and culture.
- 7.3 Parent community actively participates in school festivals
 - For existing festivals – event information and material (such as date, time, song sheets) is provided in good time
 - Parents are included in School celebrations/festivals/events e.g. Easter/Harvest and Spring festivals/Advent
 - Create space for family centred festivals, such as a Harvest Fair
- 7.4 Timely consultations occur on major events which may affect the community, such as strategic planning
- 7.5 Annual evening Lower School concerts are held ("galas" in state schools but with a "morning circle" flavour can be used to showcase as well as educate about how artistic and academic education are interwoven), include Eurythmy and Bothmer
- 7.6 "Opening the doors" – Parents experience a more inclusive culture with School activities e.g. parents are invited to Monday assemblies periodically, one class parent community per week over 7 weeks (to keep numbers down)

Annual Section

ANNUAL OBJECTIVE FOR Raphael House's Strategic Plan (Goal 1)

Action Plan

<i>Strategic Goal</i>	<i>To strengthen 'Salutogenesis' (health and well-being) of the students</i>		
<i>Annual Objective</i>	Annual Plan for Class Support Teams – linked to Professional Development Programme.		
<i>Historical Position - Rationale</i>	Raphael House transition from CARE group to Learning Support Teams.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>Oversee and Report on Learning Support Team work.</i>	<i>Term 1</i>	<i>Lower and Upper School Co-ordinator/s.</i>	<i>Timetabled</i>
<i>Lower and Upper School Co-ordinator's meet with Professional Development Group termly.</i>	<i>Termly</i>	<i>Professional Development Group.</i>	<i>Timetabled</i>
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

ANNUAL TARGET FOR *Raphael House's Strategic Plan (Goal 2)*

Action Plan

<i>Strategic Goal</i>	<i>To deliver the Waldorf curriculum as indicated by Rudolf Steiner and integrate the National Curriculum Statements and the National Education Goals.</i>		
<i>Annual Target</i>	1. Ensure assessment for Class 1 – Class 1 readiness and a Class 3 are effectively used.	<i>Target Group:</i> Class 1 (yr2) Class 3 (yr4)	
<i>Annual Target</i>	2. Full coverage of Maths Curriculum levels 4/5 and 6 to enable significant numbers of students to improve.	<i>Target Group:</i> Class 8 (yr9)	
<i>Historical Position - Rationale</i>	1. Class 1 and Class 3 Assessments information not fully utilised.		
<i>Historical Position - Rationale</i>	2. Class 9 Assessments (PAT'S) have identified lack of coverage of full curriculum. New Maths scheme has been completed.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>Liaise with Curriculum Co-ordinator and Lower School Co-ordinator</i>	<i>Terms 1 and 3</i>	<i>Lower School Co-ordinator and Curriculum Co-ordinator</i>	<i>Timetabled</i>
<i>- Maths Programme - Identify areas for curriculum development for staff.</i>	<i>Term 1 and 2</i>	<i>Maths Co-ordinator. Upper School Co-ordinator</i>	<i>\$3,000.00</i>
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

ANNUAL OBJECTIVE FOR *Raphael House's Strategic Plan* (Goal 3)

Action Plan

<i>Strategic Goal</i>	To establish Te Reo Māori and Tikanga Māori at Raphael House		
<i>Annual Objective</i>	Establish a support group to foster the development of Te Reo Māori and Tikanga Māori. Find a Kaumatua.		
<i>Historical Position - Rationale</i>	Raphael House has an ongoing difficulty in securing a teacher of Māori Language and Culture.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>Consult and invite school community to be involved in Support Group.</i>	<i>Term 1 and 2</i>	<i>School Co-ordinator</i>	<i>Timetabled</i>
<i>Support Group to meet termly.</i>	<i>Termly</i>	<i>School Co-ordinator</i>	<i>Timetabled</i>
<i>Add to school calender.</i>	<i>Termly</i>	<i>School Co-ordinator</i>	<i>Timetabled</i>
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

ANNUAL OBJECTIVE FOR Raphael House's Strategic Plan (Goal 4)

Action Plan

<i>Strategic Goal</i>	<i>To complete the school site</i>		
<i>Annual Objective</i>	Build next stage of Upper School Building.		
<i>Historical Position - Rationale</i>	Raphael House is not a complete school and the Upper School is urgently needing expansion.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>Ensure provisional space for Therapies</i>	<i>Term1</i>	<i>College and Development Group</i>	<i>Meeting</i>
<i>Build next stage of Upper School Building</i>	<i>2008/2009</i>	<i>PEG development Group</i>	<i>In process.</i>
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

ANNUAL OBJECTIVE FOR Raphael House's Strategic Plan (Goal 5)

Action Plan

<i>Strategic Goal</i>	<i>To have in place a Financial Planning model for predicting budget requirements</i>		
<i>Annual Objective</i>	Develop a financial model for budgeting requirements.		
<i>Historical Position - Rationale</i>	Financial planning has not encompassed strategic planning.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>Develop a financial plan/model</i>	<i>Term 1</i>	<i>Administration Manager School Co-ordinator</i>	<i>Timetabled resourcing</i>
<i>Budgets are accurately predicted. Long range budgets will be adopted, and these budgets will reflect Strategic Planning.</i>	<i>On going</i>	<i>Administration Manager School Co-ordinator</i>	<i>Timetable</i>
<i>Administrative processes will be re-organised to be more efficient.</i>	<i>On going</i>	<i>Administration Manager School Co-ordinator</i>	<i>Timetable</i>
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

ANNUAL OBJECTIVE FOR Raphael House's Strategic Plan (Goal 6)

Action Plan

<i>Strategic Goal</i>	<i>To increase the school roll to its maximum of 380 and to establish a 4th kindergarten</i>		
<i>Annual Objective</i>	The school roll gradually increases to its maximum of 380. Raise profile of Early Childhood and Kindergarten in 2008.		
<i>Historical Position - Rationale</i>	Raphael House needs to ensure that parents are fully aware of the special character, and what this entails for the students learning.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>PEG will employ a Marketing and PR person.</i>	<i>Term 1</i>	<i>PEG/ Enrolment Group</i>	<i>Salary</i>
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

ANNUAL OBJECTIVE FOR Raphael House's Strategic Plan (Goal 7)

Action Plan

<i>Strategic Goal</i>	<i>The Trust, School, parents and the wider Steiner community work together to foster parent and whanau involvement in the spiritual and cultural aspects of the school. Parents are aware of the foundation principles of the school and are able to actively support and model the Anthroposophical approach to learning and teaching</i>		
<i>Annual Objective</i>	Develop parent curriculum. Strengthen Adult Education and strengthen partnership between school and school community.		
<i>Historical Position - Rationale</i>	Raphael House is a diverse school community which continues to grow and develop and needs continual renewal.		
Actions <i>What will the school do to meet the target?</i>	Timing <i>When will it be done?</i>	Responsibility <i>Who is involved /responsible?</i>	Resourcing <i>Resources required for the target to be met</i>
<i>Complete parent curriculum.</i>	2008	<i>RHRSS Trust</i>	
<i>Continue to develop adult education work.</i>	2008	<i>RHRSS Trust/PEG</i>	
<i>Support Community Forum</i>	2008	<i>RHRSS Trust/PEG School Co-ordinator</i>	
Outcome <i>Achieved/not achieved/ Variance report</i>			
Recommendations <i>Where to from here?</i>			

PROCEDURES

The Board of Trustees will annually carry out community consultation.

An updated Charter will be prepared and completed before the 10th of December, and be lodged with the Ministry of Education by the 31st of December each year.